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ABSTRACT

This three-part manual was designed to assist students at Sinclair Community College in earning credit for job-related internships. To help students locate and secure internship positions, Part I provides: (1) an interpretation of the Strong Campbell Interest Inventory: (2) an exercise requiring students to delineate the duties, responsibilities, and job conditions that apply to their vocational areas of interest: (3) an introduction to resume preparation and contents, (4) samples of effective and ineffective resumes and cover letters: (5) a discussion of interview behavior: and (6) samples of employer information and pre-interview forms. Part II outlines the requirements for internship eligibility and presents exercises designed to help the student identify opportunities for personal and career development on the job. Special emphasis is placed on the cultivation of perceptual growth, that is, the ability to perceive the interactions of all positions in the work environment and thereby become a more knowledgeable employee. Part III presents materials needed to document on-the-job learning and to apply it toward college credit. These materials include instructions for writing learning contracts, compiling end-of-term reports, and preparing interim reports describing learning experiences as they are encountered. Sample reports are provided, as are the forms used in internship evaluations. (JP)

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A STUDENT GUIDE TO CO-OP/INTERNSHIP
Revised 8/80

Sinclair Community College, Dayton, Ohio.

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Section 1:

MATERIALS FOR USE IN CAREER PLANNING

WELCOME!

At Sinclair, learning from experiences outside the classroom is recognized as a valid form of education. This process, for younger non-working students, begins with enrollment in EBE-170, Orientation to Career Planning. Any exception requires permission of EBE staff. This course is designed to prepare you for a Co-op/Internship experience. With the aid of the EBE* staff, you will move through several study units in career planning/decision making, including self knowledge, occupational knowledge, academic knowledge and decision making strategies. A final unit will introduce you to the processes required to obtain credit for your work experience and techniques which will help you to learn as much as possible from that experience. Your job may be developed either by you or by an EBE facilitator. Many Sinclair internship students currently locate their own jobs. Through the course EBE-170 you will learn job-hunting techniques and be informed of job openings developed by Sinclair's EBE Co-op office. In order to receive credit for your work experience, you enroll in 270 internships.

The exercises, sample letters, resumes, and reference materials included in this section will be used by you as directed by your instructor in Career Planning.

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* EBE stands for Experience Based Education and is that part of the College which oversees the offering of experiential learning programs including not only Co-op and Internship but also College Without Walls and the Credit for Lifelong Learning Program.

Look over the following description of the 6 components of the Personality Mosaic and see which fits you best. Does this description agree with your 6 scores?

1. Realistic (R)
   THING person who lives in his/her body.
   Independent/practical/physically strong/often agressive/conservative.
   Uses hands/eyes to explore things, achieve.
   Uses body skillfully, rather than words, thoughts or feelings.
   Requires physical coordination, strength, agility, logic.
   Enjoys risk, excitement, being outdoors, concrete problems, money, using tools, large machinery.
   Solves problems by doing.

2. Investigative (I)
   DATA person who lives in his/her mind.
   Independent/curious/intellectual/introspective/unconventional.
   Uses reading instruments to explore ideas.
   Uses mind/information to achieve, rather than association with people and things.
   Requires mental ability, logic, insight.
   Enjoys challenge, variety, and complicated abstract problems.
   Solves problems by thinking.

3. Artistic (A)
   DATA/THING person who lives in his/her mind, body and feelings.
   Creative/sensitive/aesthetic/independent/introspective/expressive/unsocial.
   Uses hands/eyes/mind to create new things, writings, ways of doing things.
   Requires good eyes, ears, intelligence, perception of color, unusual sights, sounds, textures, people.
   Solves problems by creating.

4. Social (S)
   PEOPLE person who lives in his/her feelings.
   Concerned leader/sensitive/humanistic/supportive/responsible.
   Uses feelings, words, ideas to work with people, rather than physical activity or things.
   Requires empathy, tact, perceptivesness, insight, genuineness.
   Enjoys closeness, sharing, groups, unstructured activity, being in charge.
   Solves problems by feeling.

5. Enterprising (E)
   PEOPLE person who lives in his/her project.
   Energetic/independent/enthusiastic, confident/dominant/political.
   Uses mind, words, feelings to deal with people and achieve.
   Requires sensitivity, insight, assertion, verbal ability; logic.
   Enjoys organizing, persuading, leading, managing, excitement, variety, status, power, money.
   Solves problems by risking.

6. Conventional (C)
   DATA person who lives in his/her orderliness.
   Placid/orderly, careful/accurate.
   Uses mind, eyes, hands to carry out tasks.
   Requires logic, care, responsibility.
   Enjoys order, certainty, security, identifying with power, status.
   Solves problems by following rules.

Select a career which interests you and describe (1) the duties and responsibilities; (2) working conditions; (3) salary range; (4) future needs in the career; and (5) the educational and training requirements.

The name of the field I am interested in is _____

1. The duties and responsibilities include:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

2. Working Conditions:

   a. Normal hours of work are:

   _____

   b. Personal safety of workers (list any possible dangerous conditions):

   _____

   _____

   _____

   _____

   c. Describe the typical work environment by indicating: (1) if the work is mainly done indoors or outdoors, (2) whether indoor facilities are usually air conditioned and heated, (3) if the work is performed while standing or sitting, (4) whether surroundings are pleasant and attractive, and (5) whether the noise level is unpleasant:

3. The salary range (from beginning salary to what the highest-paid workers in this career earn):

   _____

4. Present and expected future needs for workers in this career:

   a. The need for workers in this career now is:

   (1) Locally _____

   (2) Statewide _____

   (3) Nationally _____

   b. The expected future need for workers in this career is:

   (1) Locally _____

   (2) Statewide _____

   (3) Nationally _____

5. The educational and training requirements to enter and progress in this career are:

_____

_____

6. Where can YOU acquire the education and training required for this career?

_____

7. What is the estimated cost of acquiring this education and training?

_____

8. Will you be able to afford the expense of this education and training? How?

_____

_____

9. What things especially appeal to you about this career?

_____

_____

_____

_____

10. What is there about this career that you think you might not like?

_____

_____

_____

_____

11. List your sources of information about this career:

_____

_____

_____

_____

11. The name of the second career field I am researching is:

_____

1. The duties and responsibilities include:

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Working Conditions:

a. Normal hours of work are:

_____

b. Personal safety of workers (list any possible dangerous conditions):

_____

_____

_____

RESUME PREPARATION

A resume is your sales presentation, written to get the interview you want.

Because the purpose of a resume is to convince an employer to interview you, it must communicate your ability to do what the employer needs to have done. Thus, you cannot assume that potential employers will be able to infer what they need to know about you from a listing of your education and work experience which focuses on dates, places, and titles.

For maximum impact, tailor your resume towards the type of position you are seeking. Start by finding out the kinds of abilities, personal qualities, and experiences which are necessary for the job you want. Then spend some time analyzing your education, experiences, and talents so that you can emphasize those areas which match the job requirements.

Keep in mind that a resume is not meant to be a complete history. Instead, it is a very specialized capsule of the significant aspects of your background which would qualify you for further consideration by an employer. Your resume must be concise and to the point (for most college students, this means one page or possibly two), easy to read, and pleasing to the eye. A RESUME CAN, AND SHOULD BE, HIGHLY INDIVIDUALIZED. THE INFORMATION INCLUDED CAN BE ARRANGED IN ANY WAY WHICH BEST ADVERTISES YOU.

Ideally, each resume should be slanted toward a specific job, but if this is impractical; a cover letter is attached to the resume slanted to the specific job.

The cover letter should be concise and not be repetitive of the information in the resume. Be specific as to what position you are interested in and make reference to the advertisement or announcement i.e. newspaper and date, magazine, notice, etc.

Above all, be sure to ask for an interview, put the responsibility on the employer, state that you will await their response or tell them you will call on a certain date to arrange an interview. Be certain to list time and days you are home to receive calls along with your telephone number.

CONTENTS OF A RESUME

Identifying Information

Your name, address and telephone number; possibly some of the items from your Personal Data.

Job Objective

A statement indicating the type of work you are seeking; possibly mentioning your desired geographical location and salary. Sometimes this statement is combined with a summary of your qualifications, a kind of capsule resume.

Educational Background

List of schools attended, dates, degrees, diplomas, and certificates with emphasis on highest level achieved and special training pertinent to your Job Objective. (List major, courses in your program, also list your grade point average if advantageous.

Experience of Work History

A summary of your work experience emphasizing the most recent or most important job relevant to your stated Job Objective. Describes the nature of your work, the title of your position name of employer, dates, and earnings.

Military Record

A brief statement of your service obligations, if any, or your experience if your tour of duty is completed. If your Work History and your Educational Background were mostly military, then include your military experience and training under these previous headings.

Personal Date (If Pertinent)

An extension of the Identifying Information giving such vital statistics as age (if you think it is an asset), height, weight, marital status, number of children, early, background (if it is significant), hobbies and other activities.

References

Usually you need only state that references will be supplied on request.

SAMPLE RESUME I (EFFECTIVE)

Barry Cooper
3601 West Second Street
Dayton, Ohio 45417

JOB OBJECTIVE: A position with a large company that will provide supervisory experience and a chance for advancement.

BUSINESS EXPERIENCE: One year of retail sales work.

FUNCTIONS: Salesman

Handle sales and setup of displays for television and stereo department.

Cashier

Ringing of sales, handling returns, and customer complaints.

EMPLOYMENT: E. F. MacDonald Company, Dayton, Ohio
Salesman and Cashier 1977-Present

City of Dayton, Dayton, Ohio
Waste Collection 1977 - Temporary

Montgomery County, Dayton, Ohio
Road repair 1976 - Temporary

Wright Patterson Air Force Base, Dayton, Ohio
Janitor 1974 - Temporary
Warehouse, mover 1975
Skilled Trade Trainee (pipefitter) 1975
Left to attend College.

EDUCATION: Kentucky State College, Frankfort, Kentucky
Sinclair Community College, Dayton, Ohio
Grade point average: 2.50

Major Courses

Management I, II, III	Accounting I, II
Marketing I, II	Business Law 1
Psychology I, II	

REFERENCES: Available upon request

Personal Data Sheet
of
Barry Cooper
Dayton, Ohio 45418 May 14, 1976

PERSONAL DETAILS

Age:	18	Hobbie:	Basketball
Height:	5'9	Membership:	Bronco Teen Club
Weight:	140		Black Student Union
Health:	Excellent		Chaminade-Julienne
Marital Status:	Single		

PRESENT EDUCATION

Sinclair Community College

1973 - 1976 Chaminade-Julienne High School

I will receive my diploma June 5, 1976. My present grade point average is 2.5 of 4.00.

Major Courses: Business
English
Social Studies

Other Helpful Courses for This Portion:
Accounting
Consumer Economics
Typing
Bookkeeping

EXPERIENCE

1976 - present Part-time During School Year
Kitchen Helper
Carillon Cafeteria Inc.
2611 So. Dixie Ave. Dayton, Ohio 45409

1973 - 1975 Summer and Part-time
Janitor
Universal Bldg & Maintenance Inc.
5145 Tucson Dr. Dayton, Ohio 45418

1976 - 76 Summer Helper
Office work and Lab
Inland Corporation

SAMPLE RESUME III (EFFECTIVE)

BARRY COOPER

7624 Fort Loramie-Swanders Road
Anna, Ohio 45302

Area Code: 419
Phone: 628-2798

OBJECTIVE: An entry level position in materials management (preferably purchasing), with eventual advancement potential to a senior buying position.

EDUCATION: SINCLAIR COMMUNITY COLLEGE, DAYTON, OHIO
Major: Procurement and Materials Management.

FORT LORAMIE LOCAL HIGH SCHOOL, FORT LORAMIE, OHIO
Applicable courses: Personal Typing, Speech.

AWARDS RECEIVED: College: Dean's List.
High School: K. of C. Excellence in Religion.

CLUBS AND ORGANIZATIONS:
College: Management Club
Marketing Club
High School: Student Government

EXPERIENCE: G & W TOOL & DIE COMPANY, ELM STREET, FORT LORAMIE, OHIO
POSITION: DIVISION HEAD - learned and worked with all phases of assembly and processing in the division, supervised and trained employees, performed routine setups, maintenance and inventories, packaged completed orders.
POSITION: PRODUCTION LINE AIDE - worked closely with members of production team, readied produced items for shipment, helped load trucks.
CLOPAY CORPORATION, MILLER ROAD, RUSSIA, OHIO
POSITION: CLETER - consulted shipping schedules for outstanding orders and completed final phases of orders. Teamwork with department partner was essential.
PIZZA HUT, MAIN STREET, SIDNEY, OHIO
POSITION: CHEF/WAITER - gained experience in customer relations and taking telephone orders.
WEHRLAND FARMS, 7624 FORT LORAMINE-SWANDERS ROAD, ANNA, OHIO
POSITION: AGRICULTURAL ASSISTANT - was responsible for milkhouse operation and sanitation, care, and feed of animals, farm equipment, and field operations.

PERSONAL DATA: Date of birth: 12-12-55 Marital Status: Single
Height: 5'10" Weight: 145 pounds

REFERENCES: Available upon request.

SAMPLE RESUME IV (INEFFECTIVE)

Barry Cooper
1052 Kenbrook Drive
Dayton, Ohio 45430
(513) 426-9697

EDUCATION

Sinclair Community College, Dayton. March 1977 to present. Major: Mechanical Engineering Technology. 3.8 average. Expect to complete requirements Spring 1979.

Wisconsin State University, Oshkosh, and Bowling Green State University, Bowling Green Ohio. Attended 4 semesters, 1966-1968. Major: Art and Business.

Fairmont West High School, Kettering. Math major with minor in Science. Graduated June, 1966, upper 1/3 of class of over 600.

EXPERIENCE

August 1977 to present Production Control Unit, Inc., 2280 W. Dorothy Lane. Machine Designer. One quarter as co-op student Machinist and then full time. Promoted to Machine Designer in April, 1978. Responsible for laying out and designing machines and components of special industrial machines.

June 1976-February 1977 Tom Harrigan Oldsmobile, 5190 Salem Avenue. Service Writer and Dispatcher. Opened the service area for business upon arrival. Greeted customers, determined their needs, wrote and logged the service orders, and scheduled customer charges from flat rate manual. Performed other duties such as answering the phone, handling customer complaints, and making service appointments. Left to attend college for engineering degree.

June 1975-March 1976 Frank Z Chevrolet, 1620 Brown St. Assistant to Manager, Service Salesman, and Parts Coordinator. Responsible for obtaining all parts, including special order, for Truck Service Department; talking to customers to determine truck service needs and writing the order for the mechanic; serving as cashier in collecting service order monies; Acting Service Manager during vacations. Left for better opportunity.

June 1966-May 1975 Shannon Buick Co., 161 Salem Ave. Worked part time while attending school and full time before and after Army. Mechanic until April, 1972, New Car Sales until May, 1975. Managed Service department areas during vacation periods and helped during mechanics strike from 9/73-10/73 and on a temporary basis until January, 1974. Served when required in other areas such as relieving receptionist and performing minor customer repair when service closed. Left to obtain experience other than family.

April 1969-April 1971 U.S. Army: Ft. Dix, Ft. Campbell, and Stuttgart, Germany Truck driver of up to 5 ton. SECRET classification.

May 8, 1979

Mr. Barry Cooper
Manager, College Recruit and Relations
Mead World Headquarters
Courthouse NE
Dayton, Ohio 45463

Dear Mr. Cooper:

I am seeking an entry-level management position at Mead Corporation. I am majoring in Business Management at Sinclair Community College and I have three more quarters of study remaining. I am currently enrolled in the Cooperative Work Experience course because I strongly believe that on-the-job experience is an essential asset for any career field one is planning to enter.

My recent business-management oriented educational experience and the skills that I acquired while working in Records Management, as mentioned in my attached resume, have provided me with the ability to work well with people, to effectively manage my time and work, to work well under pressure and time constrictions, and to know the importance of detail and accuracy in a job.

May I discuss my qualifications in more detail with you? I am available Monday through Thursday mornings before 11 and all day on Fridays, but can arrange to meet any time that is convenient with you.

Thank you for your consideration.

Very truly yours,

John H. Bing

John H. Bing

SAMPLE COVER LETTER II

1528 Benson Dr.
Dayton, Ohio 45406
May 22, 1979

Ms. Debbie Pfliegel
Salaried Employment
Delco Moraine
1420 Wisconsin
Dayton, Ohio 45408

Would you be interested in hiring a college graduate with degrees in Marketing and Management--with ten years experience?

As a Marketing Management undergraduate student, I am seeking an entry level position to gain experience in Management and in Marketing Research and Development. I am very interested in continuing my education while gaining practical work experience. I have experience managing a private sales company and was responsible for controlling, directing and motivating sales personnel. I also have experience in systems and mechanical engineering, as you can see by the attached resume.

I am available for immediate interviewing and would like to discuss my goals and objectives with you. I can be contacted at 1-513-277-4954 or 1-513-277-2746 after 3:00 p.m. Monday thru Friday, or anytime Saturday and Sunday. I look forward to meeting you.

Very truly yours,
Barry Cooper
Barry Cooper

SAMPLE COVER LETTER III

100 Any Road
Dayton, Ohio 45406
February 11, 1980

Mr. Arthur Marks
Marks Travel Agency
Third National Building
Dayton, Ohio 45402

Dear Mr. Marks:

May I introduce myself? My name is Tracy Davine Gardner. I am an aviation major at Sinclair Community College, and very interested in the travel agency business.

Currently, I am seeking an entry-level position leading to the acquisition of skills which will prepare me for a management position with a travel agency. I would appreciate consideration for an entry level position which arises in your company preferably during this winter or spring. I can start work immediately, if necessary.

Would it be convenient for me to visit with you within the next two weeks to acquire information about your company and its needs? I may be reached at 444-4444 anytime on Tuesdays, and after 1:00 p.m. the other week days.

Sincerely,

Pat Jackson

SAMPLE COVER LETTER IV

May 8, 1980
3186 Little York Rd.
Dayton, Ohio 45414
890-1195

Mr. James Smith
Ponderosa Inc.
P.O. Box 578
Dayton, Ohio 45401

Dear Mr. Smith:

As a Data Processing student at Sinclair Community College with a Certificate of Completion in Data Processing at Montgomery County Joint Vocational School, I am seeking a part-time entry operator position in order to get practical experience in the field.

Would it be convenient for me to visit with you within the next two weeks to obtain information about your company and its needs? I can be reached at 890-1195 any time after 1:00 through the week or by written communication.

Sincerely,

Barry Cooper

Enclosure II

As a job seeker, you should approach each interview by being yourself, being true to yourself, and trusting your own judgment about the style that suits you best. Perhaps you can build self-confidence by practicing ways of talking and listening effectively and by learning to answer an interviewer's questions.

KEY POINTS TO PRACTICE:

Good eye contact: Don't avoid this form of personal contact. If you like your interviewers, your eyes will communicate warmth and liking.

Appropriate body language: Be relaxed and open, interested and attentive. Notice how bodies speak! Become aware of ways in which your body sends messages of boredom, fear, enthusiasm, cockiness, nervousness, confidence.

Appropriate voice melody: Try to come across with vitality, enthusiasm, and confidence. Remember that low tones convey confidence and competence, high tones convey insecurity.

Active listening: Indicate that you have heard and understood what the interviewer has said. For example, if the interviewer mentions a tardiness problem, assure them that you'll be on time.

Good choice of words: If you do your interview homework and practice, the right words should come easily. Much of what you "say" will of course be conveyed by your manner, not your words.

PRACTICE QUESTIONS:

Questions dealing with factual information should not be a problem if you have done your homework. Have on hand your own file on all education, previous jobs, and other experience, with correct dates, place names and addresses, job titles and duties, names of supervisors and other relevant information in case these might slip your mind. Usually this information is on the application. The interview centers around clarification of points on the application and resume.

If you have been working regularly and successfully in your field for a period of years, this part of the interview will be mainly a chance for you to tell what you have done. If you are a young graduate, this discussion may center around your education, interests, and casual jobs.

If you have been in and out of the job market or have had some past problems, the interviewer will want to explore the reasons. Be relaxed and not defensive. Look upon this as a chance to make a fresh start. You will need to assure the interviewer that you will not be a problem, but a solution.

Here are some typical questions, along with answers for you to consider. Why did you leave your last job? People leave jobs for many reasons. Some replies could be: "I seemed to have reached a point where there was little potential for growth."

"I have learned my job well and would like to try new dimensions of it in a growing (or larger, or innovative company.")

"I decided to change careers, and I just got my degree in . . ."

"I left to raise a family and now I am ready to return to work permanently."

In your previous jobs over the past years you've been doing much the same thing. Now you are applying for a higher level position (or a different career). Can you explain why? Perhaps you have just now completed course work, finished raising children, or come to new realizations about your ability. Beaware of what has prompted you, after all these years, to "get ahead" or to "make a change."

Your application indicated that you have been in and out of the work force quite often (or haven't worked in some years). What were you involved with in those periods of unemployment? Here the interviewer has several concerns. One is that you might be likely to leave after being trained for this job. Another is that your skills might be rusty. Be prepared to give assurance that you plan to stay with this job and that your qualifications are such that you can handle it. Knowing your abilities and what the job demands can clarify this subject for you.

Why do you think you would like to work for our company? When most individuals look for a job, they are more interested in getting a good job than in being particular about where they work. It comes across that they don't care about the company. One of the most important things you should do before you go to an interview, or ask for one, is find out all you can about the company. Identify some postive things about policies, procedures, or products that you can discuss with interest. Do your homework--so that you will have work to come home from.

In what type of position are you most interested? Tell them what kind of function you like--such as "I am good at accounting and math," then name positions related to these skills, such as accounts payable. Give the employer an opportunity to put you where you fit best, by being able to tell what you do best, not just your last job title. But avoid too eager discussion of your desire for advanced positions.

Imagined situations that test a person's knowledge of the job may begin with questions like, "What would you do if..." The quality of your solution is not nearly as important as your attitude. A calm approach is best. It's better to cushion your statements with answers like, "One of the things I might consider would be..." If you commit yourself to a process of what you would do, and it isn't one they would like or consider, you are in an awkward position. Give your answer a cushion of several possible choices.

How did you get along with? This question can be asked regarding supervisors, co-workers or subordinates, or even teachers. If you generally get along with people, say so. If you had a problem with someone, there is usually no need here to tell the whole tale. Simply say that occasionally you've had to work out difficulties with people. Be positive, not blaming or complaining.

Do you have any physical limitations that may interfere with your performance? If you do not, there is no problem. If you do have a physical limitation or a past history of serious illness, be prepared to show that it will not interfere with your work. A doctor's statement might be helpful here.

Are you looking for a full-time or part-time job? If you can be placed immediately only in part-time work, then working part-time may be good for you until the company can hire you on a full-time basis. Employers are more inclined to hire for full-time from a part-time employment pool than to take a person from the outside.

Tell me something about yourself? This question could be followed by a dismayed silence as you race your mental motor trying to find something to talk about. If you are prepared, you will hop in happily with the reasons you feel that your skills, background, and personal attitudes are good for the job and how you see your future with the company. You will seldom have a better opportunity than this to tell about yourself.

What are your weaknesses, and what are your strengths? Smile when they ask this one. Have a list that you have memorized about what you do best, such as "I work well with other people on a team basis." Then make your weaknesses possible strengths--for instance, "One of my weaknesses is that I find it hard to release responsibility, so frequently I spend a lot of time doing the job myself."

We have many qualified applicants. Why do you think we should hire you for this job? One of the best approaches here is to convey that you are not in a position to evaluate the other candidates, but you can answer well about your-

self. You believe that your background, experience, and interest in the job equip you to handle the work well. It is important to say "believe" because the truth is until you do the job, you won't actually know how well you can do it. Remember, they can argue facts, but they can't argue with your feelings. If you say you feel or believe you can do the work, you are being believably honest.

How long do you expect to work for us? The bald truth is that a company will not keep employees past their ability to use their skills. And you are not going to work for a company past the time that it is good for you. The best answer might be, "As long as it is good for both of us."

Do you have any questions about the company or the job? Employers, down at the bottom of their company hearts, believe the myth that good people are hard to find. If asked, a good person is always one that is really interested in the company.

FOLLOW-UP LETTER

One of the most important steps in the interview process is the follow-up letter to the employer. A short note thanking the person you interviewed with is one way to really impress your name on the employer's mind.

Also, if there is more than one applicant, a thank you note for the interview may help make that final selection in your favor, especially if the other applicants have not done the same.

Be sure to spell the interviewer's name and title correctly, and mail it after the interview as soon as possible.

#1 EMPLOYER INFORMATION

COMPANY NAME:_____

ADDRESS:_____ CITY:_____ ZIP_____

TELEPHONE:_____

PRODUCT OR GOODS AND SERVICE OFFERED:_____

_____

#2 EMPLOYER INFORMATION

COMPANY NAME:_____

ADDRESS:_____ CITY:_____ ZIP_____

TELEPHONE:_____

PRODUCT OR GOODS AND SERVICE OFFERED:_____

_____

FC

PRE-INTERVIEW FORM

INTERVIEW #1

COMPANY NAME: _____

ADDRESS: _____

CITY: _____

TELEPHONE: _____ DATE & TIME: _____

NAME OF INTERVIEWER: _____

NAME OF SUPERVISOR: _____

STUDENT'S PRE-INTERVIEW CHECK LIST

- DRESSED APPROPRIATELY ☐
- HAIR NEAT AND TRIMMED ☐
- NAME OF INTERVIEWER SPELLED CORRECTLY ☐
- TIME AND DATE OF INTERVIEW ☐
- LOCATION OF INTERVIEW ☐
- PEN OR PENCIL WITH ME ☐
- COPY OF RESUME ☐
- COMPANY RESEARCHED TO FORMULATE QUESTIONS FOR INTERVIEWER ☐
- SMILING ☐
- CONFIDENT ☐
- ENTHUSIASTIC ☐
- NO SMOKING OR GUM CHEWING ☐

GOOD LUCK!

PRE-INTERVIEW FORM

INTERVIEW #2

COMPANY NAME:_____

ADDRESS:_____

CITY:_____

TELEPHONE:_____ DATE & TIME:_____

NAME OF INTERVIEWER:_____

NAME OF SUPERVISOR:_____

STUDENT'S PRE-INTERVIEW CHECK LIST

- DRESSED APPROPRIATELY ☐
- HAIR NEAT AND TRIMMED ☐
- NAME OF INTERVIEWER SPELLED CORRECTLY ☐
- TIME AND DATE OF INTERVIEW ☐
- LOCATION OF INTERVIEW ☐
- PEN OR PENCIL WITH ME ☐
- COPY OF RESUME ☐
- COMPANY RESEARCHED TO FORMULATE QUESTIONS FOR INTERVIEWER ☐
- SMILING ☐
- CONFIDENT ☐
- ENTHUSIASTIC ☐
- NO SMOKING OR GUM CHEWING ☐

GOOD LUCK!

Section 2:

LEARNING FROM EXPERIENCE/EXPERIENCE LEARNING:

INTRODUCTION AND PREVIEW OF COOP/INTERNSHIP

REQUIREMENTS FOR ELIGIBILITY

A. In order to be eligible for a coop or internship experience you must meet the following requirements:

1. Be a currently registered student (full or part-time) at Sinclair Community College.
2. Have accumulated at least 12 credit hours of College credit (earned at Sinclair or transferred in), unless you are already working
3. Have a minimum of 2.0 Grade Point Average.
4. Have completed EBE-170 unless waived by EBE staff or you are already working.
5. Be working in a job approved by the EBE staff as an appropriate learning environment for you (usually directly related to your major).

REQUIREMENTS FOR INTERNSHIP/COOP CREDIT

B. In order to receive credit for your internship or coop experience, you must demonstrate that you have learned significantly from that experience. Sinclair credits learning, not simply working. The major steps you will go through are:

1. Enroll in a departmental 270 internship each quarter.
2. Attend a scheduled orientation session for your 270 course during the first 2 weeks of the quarter (in these sessions you will receive the Quarter's Schedule and the name of your Faculty Coordinator).
3. Complete requirements for the 270 course.
   a. Make out a learning contract with the help of your faculty coordinator and input from your supervisor at work.
   b. Make and keep an appointment with your faculty coordinator.
   c. Arrange for your faculty coordinator to visit you on the job later in the quarter and talk to your work supervisor.
   d. Complete a satisfactory report at the end of the quarter, including an evaluation of your learning contract. (SEE SPECIFIC INSTRUCTIONS FOR THE REPORT IN THIS GUIDE).

LEARNING FROM EXPERIENCE/EXPERIENCING LEARNING

LEARNING OBJECTIVES

This exercise is designed to increase your ability to:

1. Identify as many types of learning opportunities as possible in your work environments.
2. Evaluate the identified possible types of learning relative to their importance to your career success.
3. Identify on-the-job behaviors which maximize learning.
4. Identify auxiliary private activities and sources of information to complement on-the-job experiences.
5. Value difficult-to-acquire types of learning such as interpersonal skills, problem-solving skills, self-direction skills, and perceptual growth.
6. Prioritize the learning opportunities in order to set meaningful (useful) learning objectives for your internship experiences.

Your cooperative work experience affords you the opportunity to acquire learning in many different areas. Among these are:

A. Specific, job-related areas, such as-

1. Knowledge of facts, e.g.
   a. Ability to identify the meaning of terms such as "ledger", "syringe", "resume"
   b. Ability to write a flow chart of the organization for which you work
2. Acquisition of information-processing skills, e.g.
   a. Ability to prepare a report
   b. Ability to file papers
   c. Ability to fill out an accounting ledger
   d. Ability to keep an expense account record
3. Knowledge of professional processes, e.g.
   a. How to apply for a promotion or sick leave
   b. How to file a grievance
   c. How to obtain funding for inservice training or additional education
4. Acquisition of mechanical skills, e.g.
   a. Ability to keypunch

b. Ability to type quickly
c. Ability to operate a computer
d. Ability to perform laboratory tests

B. Personal effectiveness/affectiveness areas, such as-
1. Acquisition of interpersonal skills, e.g.
a. Ability to communicate clearly, both verbally and in writing
b. Ability to exercise emotional control
c. Ability to resolve conflicts (interpersonal)
d. Ability to motivate others
2. Acquisition of self-directing skills, e.g.
a. Ability to make decisions
b. Ability to plan and organize work
c. Ability to manage time efficiently
d. Ability to assume responsibility
e. Ability to manage personal diet, exercise, sleep, and relaxation activities efficiently
f. Ability to resolve personal (internal) conflicts efficiently
3. Acquisition of problem-solving skills, e.g.
a. Ability to decide how to attack problems
b. Ability to formulate productive questions
c. Ability to identify difficulties
d. Ability to identify and obtain pertinent information
e. Ability to analyze data
f. Ability to make logical inferences
g. Ability to recognize patterns and relationships among data
4. Perceptual growth, e.g.
a. Ability to distinguish fact from opinion
b. Ability to recognize the limitations of one's personal point of view
c. Ability to recognize the existence of multiple, equally valuable perspectives on a single situation
d. Ability to alter personal opinion in the light of new data
e. Ability to distinguish more productive from less productive perspectives (i.e., Ability to make value judgements)
f. Ability to recognize that the productivity of any single perspective is situation-dependent
g. Ability to understand perspectives different from one's own.

Although many people believe that it is the specific, job-related types of learning which they most need in order to obtain a "good job," research indicates that what distinguishes very successful people in all types of careers is the possession of those abilities and skills listed under the area of "personal effectiveness." In addition, in today's world fewer and fewer people are needed for the production of goods, while more and more people are needed to provide human services. This trend is likely to continue, as the human life span is extended. Therefore, interpersonal skills and perceptual growth are increasingly needed. In planning what and how to learn from your job experiences, then, you need to include as many types of learnings as possible.

To aid you in learning maximally from your job experience you will be required to write out "learning objectives" for yourself at the beginning of each cooperative work period. A learning objective is simply a statement of what you intend to learn. (e.g., I plan to increase rapport with my supervisor this quarter.") Specifying your learning objectives helps you organize your thought about the learning experience...that is, it helps you identify specifically <u>which</u> kinds of things you <u>could</u> learn, decide which ones would be most beneficial to you at this point in your development, and evaluate your learning at the completion of the work period. However, never limit your learning opportunities to those objectives which you write down. In other words, keep your eyes and ears open and your brain thinking at all times. You may well decide to alter your learning objectives as your experience enables you to better identify and prioritize the opportunities in the situation.

By itself, writing learning objectives is of little value unless you also spend some time thinking about how to accomplish those objectives. That is, think about HOW you can learn what you think is important. Feel free to ask your assigned faculty coordinator to help you with this task. To help you get started thinking about possible ways to learn, please perform the following exercise. First fill in the "individual" column in the following work sheet by yourself; then share ideas with a small group of your classmates. Write down in the "group" column any ideas which emerge from the group discussion and which you judge useful.

LEARNING AREA	MY IDEAS	GROUP IDEAS
A.		
1. Knowledge of facts	1.	
	2.	
	3.	
2. Acquisition of information-processing skills	1.	
	2.	
	3.	
3. Knowledge of professional processes	1.	
	2.	
	3.	
4. Acquisition of mechanical skills	1.	
	2.	
	3.	
B.		
1. Acquisition of interpersonal skills	1.	
	2.	
	3.	
2. Acquisition of self-directing skills	1.	
	2.	
	3.	
3. Acquisition of problem-solving skills	1.	
	2.	
	3.	
4. Perceptual growth	1.	
	2.	
	3.	

Questions:

1. Think of another possible area of learning with which job experience might be helpful._____
2. Add another example of an information-processing skill._____
_____
3. Give another example of an interpersonal skill._____
_____
4. Of the areas of learning listed in this exercise, which do you think are the most transferrable to different types of jobs?_____
_____
5. Which of the areas of learning listed in this exercise do you think is the easiest?
_____

6. Which of the areas of learning listed do you find the most difficult?

_____

7. For your first Co-op work period, which areas of learning do you think you should most concentrate on?_____

8. For later Co-op work periods, which areas would you benefit from working on?

_____

PERCEPTUAL GROWTH

LEARNING OBJECTIVES

This exercise is designed to increase your ability to:

1. Understand the meanings of the terms "perceptual growth," "perception," and "perspective".
2. Identify the advantages to you and your employer of a broadening of your perspective (increase in perceptual growth).
3. Value a broadening of your perspective.
4. Identify on-the-job behaviors which will broaden your perspective as much as possible.
5. Evaluate your own level of perceptual growth.
6. Perceive the relationships between your career experiences and your other personal experiences.
7. Realize that your experiences are but a tiny sample of the whole of reality.

Perceptual growth means an increase in an individual's ability to see many aspects of a situation and the ways in which they affect each other. It is often referred to as "broadening one's perspective." In order to become increasingly useful to an employer and therefore, worth more money, it is essential for you to become familiar with as many aspects of the operation as possible. In particular, if you are interested in advancement you need to work on broadening your perspective, because this perspective provides the framework within which you will interpret each specific situation and base your judgments. (This interpretation is referred to as your perception.)

With more and different type of experiences, an individual's perspective usually broadens in this direction:

I see the world in black/white (absolute) terms.	I see the world in "gray" (relative terms)	I see how many perspectives fit together.
Example: I know the right way to do things. (It is my way.) Therefore I can judge everyone's actions as right or wrong and assign fault. (He is to blame). I make decisions easily.	Example: There are many different ways to do things. Your way may be as good as my way. It is now hard for me to judge whether an action is right or wrong. I have problems making decisions.	Example: I begin to see "the big picture." Although I realize that there is no absolutely right way to do anything, I see that in any given situation, some courses of action work out better.

than others. I now make decisions and commitments, knowing that tomorrow I may make different decisions as my perspective broadens more.

In an effort to assess where you are in perceptual growth right now, circle the numbers of the following statements which "sound like you", or with whose meaning you generally agreee.

1. Everyone has a right to an opinion.
2. Collective bargaining is usually preferable to striking because it has less risk and lower cost for both workers and management.
3. It is silly to waste money on something like a sports car.
4. The right form of government depends on the specific circumstances in a country.
5. For my child, an open classroom school is the best choice.
6. Doctors should always give their patients as much information as possible.
7. Politicians can't be trusted.
8. I don't try to impose any values on my child; he must be free to choose his own values.
9. I believe that any consistently applied set of rules is better for a child that inconsistency.
10. Life was better in the good old days when most people lived natural lives.
11. "Back to the basics"; that's what education needs today.
12. Commitment in human relationships is unrealistic because people are always changing.
13. Men are responsible for the miseries of women.
14. Liberals care more about people than do conservatives.
15. A scientific law is a theory or generaliztion which relates many individual observations and has held up without major revision for a long time.
16. There are five levels of learning.
17. The ability to act intelligently is affected by both heredity and environment.
18. It is best for terminal cancer patients not to have their lives prolonged by artificial means.
19. It is a waste of time to discuss values and ethics, since they are all relative anyway.
20. The quality of life is as important as its quantity.
21. Values will vary from person to person because people differ both in background and genetic makeup (inborn characteristics).

22. The concept of establishing guilt should be eliminated from our legal systems, since it is frequently nonproductive.
23. Professors in college should stick with the facts, since values, ethics, and moral judgments are all subjective areas and they can do no more than offer opinions in these areas.
24. Students should be allowed total control of their education, since no authority has all the answers.
25. In general, as much government control as possible should be invested in local governments, because local people are most familiar with their own problems, resources, and restraints.
26. It is best for young adults to play freely and avoid commitment, since no one knows for sure what it takes to produce a happy life.
27. I can always get a job; it's fruitless to carefully decide on a career goal since I can't know for sure what will make me happy.

SCORE SHEET: PERCEPTUAL GROWTH SELF-EVALUATION

	BW	R	C
1.	____	____	____
2.	____	____	____
3.	____	____	____
4.	____	____	____
5.	____	____	____
6.	____	____	____
7.	____	____	____
8.	____	____	____
9.	____	____	____
10.	____	____	____
11.	____	____	____
12.	____	____	____
13.	____	____	____
14.	____	____	____
15.	____	____	____
16.	____	____	____
17.	____	____	____
18.	____	____	____
19.	____	____	____
20.	____	____	____
21.	____	____	____
22.	____	____	____
23.	____	____	____
24.	____	____	____

SCORE SHEET CONTINUED

25.	____	____	____
26.	____	____	____
27.	____	____	____
TOTALS=	____	____	____

Your instructor will tell you how to score each item. For each item which you circle, place a check mark under the column of the position (black-white, relativism, or commitment in relativism) which it represents. Total the number of check marks in each column. The larger the number of check marks in the middle and right columns, the broader is your perspective.

PERCEPTUAL GROWTH: THOUGHT QUESTIONS

1. What can you do (a) before (b) during (c) after your co-op work experience to broaden your perspective as much as possible?

   a. _____
   b. _____
   c. _____

2. What is the difference between the terms "perception" and "perspective"?

   _____
   _____

3. Do you think that anyone will ever see absolutely <u>all</u> aspects of a given situation? Why or why not?

   _____
   _____
   _____

4. Do you think that at a given time a person is at the same perceptual level on all issues? For example, think of a person you know. Is this person equally flexible about business and religious matters?

   _____
   _____
   _____

5. Psychologists are talking frequently these days about "personal growth", and "self-awareness". Do these terms have anything to do with (are they related to) perceptual growth? Explain your answer.

   _____
   _____
   _____

6. It is common to hear high-level executives talk about the "big picture". Politicians can be heard to say that <u>they</u> have "the big picture"; so can theoretical scientists and artists. However, gather these people together in a room and they may not be able to communicate with each other; they don't use the same words; the politician's "big picture" seems to be very different from that of the scientist or artist. Explain the discrepancies. What <u>is</u> "the big picture"?

   _____
   _____
   _____

Section 3: COOP/INTERNSHIP MATERIALS

(270 Courses)

INTRODUCTION

You are now enrolled in a 270 course (either a departmental internship or EBE 270). This section contains materials which you will need in order to document your learning and receive credit for the internship. You will find materials which explain and illustrate:

A. How to approach your employer

B. How to fill out the Work/Learning Contract form

C. How to write your end-of-quarter report or project paper.

A statement of work/learning objectives for the work period (the work/learning contract) and a report or project are used to

1. help you analyze and learn from your work experience, and
2. help you and your faculty coordinator assess your learning.

Under the Coop Ed/Internship your faculty coordinator oversees your learning experience, serves as an advocate for your educational and career objectives, and remains in contact with you and your employer at the work site. Three credit hours are awarded for your internship per term under this plan.

NOTE: Many students coming to the College bring with them important learning from previous work experience. You may wish to investigate (in room 6323) the possibility of receiving EBE/Internship credit for learning from that experience through enrolling in EBE 100, "Portfolio Development", in which you prepare a set of materials which documents what you have learned.

HOW IT WORKS

I. Approaching the Employer

A. You should identify some tentative work/learning objectives on scrap paper before meeting with your supervisor. Study the sample work/learning contract on the next page for ideas about suitable objectives. Feel free to ask the instructor of the Orientation sessions or your faculty coordinator for suggestions to help you identify useful objectives.

B. Attach your list of tentative learning objectives to a copy of the Employer Letter (see sample on page 40; give one of the copies in the envelope to your employer). Ask your employer to look over these materials and then meet with you for a few minutes (at his convenience) to discuss them.

SAMPLE

SINCLAIR COMMUNITY COLLEGE

WORK/LEARNING CONTRACT

39.

NAME Guy Goodwrench EMPLOYER Wright Patterson AFB DATE _____

Sinclair's Cooperative Education/Internship Program is based on learning from experience. To assist the Faculty Coordinator/Employer in evaluating the learning involved on the job, the student needs to develop learning objectives for the quarter (usually 4), describe how those objectives will be accomplished, and specify how the student's performance will be measured.

WORK/LEARNING OBJECTIVES (What I plan to learn)	ACTIVITIES (What I will do to accomplish the objectives)	PERFORMANCE CRITERIA (How well I have to do. Ex: Speed, Accuracy, Other Standards	EVALUATION* By Student	By Employer
1. How to set up test facility	Read appropriate materials	Learn to set up test		
in the lubricant lab	available in lab and observe	without supervision.		
2. How to operate test facility	set-up procedures by ob-	Operate equipment with-		
for lubricants	serving qualified personnel	minumum supervision.		
3. to learn how this lab inter-	operate equipment.	Obtain a basic understand-		
acts with the other testing	By interaction with other	ing of the facility and		
labs in the area.	test engineers and super-	its functions.		
	visors			

Comments on performance, human relations, decision making, effectiveness, specific incidents: _____

_____

_____

_____

We, the below signed, agree with the suitability of the work/learning objectives.

*EVALUATION SCALE

0= Not Observable
1= Limited Accomplishment
2= Acceptable Accomplishment
3= Good Accomplishment
4= Superior Accomplishment

Employer _____ Faculty _____ Student _____

Sinclair Community College
444 WEST THIRD STREET
DAYTON, OHIO 45402
513-226-2500

Dear Employer/Supervisor:

Your employee,_____, is studying _____at Sinclair Community College*. The College is committed to the principle that important learning can eminate from work experience. To that end the College considers it a high priority to integrate practical learning, on the job, with theoretical learning. A faculty person has been assigned to oversee this process, the student/worker will prepare a related report, and he/she is currently formulating work/learning objectives to be achieved this quarter. These work/learning objectives are really a form of "management by objectives" and relate to the work situation.

In the interest of your employee's continued developement, would you kindly agree to take a few minutes to review the student's work/learning objectives? Feel free to ask the student/worker to incorporate areas in which he/she needs to improve work performance. A faculty person from the College will stop by in a few weeks to check on the student's progress, and at the end of the quarter we would appreciate your honest and frank evaluation of the student's achievement of the work/learning objectives.

Your participation and support can greatly strengthen the educational process. We appreciate your cooperation. If you would like more information about the College's cooperative or internship program call 226-2769. Thank you.

Sincerely,

The Experience Based Education Office

BH/ed

*Identified on the reverse side of this letter are courses which your student/employee has completed.

CAREER DEVELOPMENT COURSES:

PERSONAL DEVELOPMENT COURSES:

II. Filling Out the Work/Learning Contract

A. THE SESSION BETWEEN YOU AND YOUR WORK SUPERVISOR ON WORK/ LEARNING OBJECTIVES

1. Work/learning objectives are most effective if they are discussed face-to-face between you and the supervisor, so the work/learning objectives can be mutually understood and agreed upon.
2. You and the supervisor should review the work/learning objectives periodically throughout the term.

B. THE SESSION BETWEEN YOU AND YOUR ASSIGNED FACULTY PERSON (ON CAMPUS)

1. You should plan to spend a sufficient amount of time with your assigned faculty coordinator to insure that the objectives identified are educationally relevant to you and that you have determined what you can do on the job to accomplish them.
2. The work/learning objectives identified at this meeting constitute a major criterion for the evaluation of the Co-op Ed/ Internship. They should be substantial and measurable.
3. You should think of work/learning objectives in terms of changed behavior: What will you be able to do after the learning has been accomplished (i.e., reduce the number of suicide attempts; produce 50 more parts per hour; increase the number of customer contacts by 20%; reduce tension between yourself and a co-worker)

Get your faculty coordinator to help you decide on the performance criteria which will form the basics for evaluation of your learning at the end of the quarter. This will ensure that each party knows the criteria for measuring the level of attainment of each particular objective.

4. After agreeing upon the work/learning objectives and securing all signatures, retain one copy of the three part form for your records, give the faculty person a copy, and return the original copy to your supervisor.

C. THE MEETING BETWEEN YOU, THE ASSIGNED FACULTY COORDINATOR AND THE SUPERVISOR AT THE WORK SITE

1. The purpose of this meeting is to discuss your progress generally, and particularly, in terms of the achievement of the work/learning objectives.
2. This visit provides opportunity to discuss the philosophy of the program, which affirms that <u>new learning can result from experience and that it is an integral curriclar element</u>.
3. If you are using your full-time work responsibility to fulfill the Co-op Ed/Internship requirement, ask your assigned faculty coordinator to help clarify your hopes and aspirations for advancement at that firm/agency on your behalf.

4. The supervisor will be asked to evaluate your work/learning objectives at the end of the quarter. A brief explanation of the numerical rating system is sometimes discussed during this session. (It is perfectly all right to change the work/learning objectives by attaching a separate sheet of paper to the form with both you and the supervisor initialing the change.)

D. EVALUATION OF THE WORK/LEARNING OBJECTIVES

1. It is recommended that you discuss with your supervisor the criteria to be used in evaluating each of the objectives.
2. Objectivity is important on the part of both you and the supervisor.
3. You should have had dialog with your supervisor about the objectives identified prior to the evaluation.
4. The evaluation should reflect the level of attainment of each of the work/learning objectives which were identified at the beginning of the term.
5. The supervisor should complete his/her evaluation on the original and you should record your evaluation on your copy.
6. One objective might be so important that it might constitute 50% of the evaluation. Accordingly, specify this on the Work/Learning Objective form.

7. You should clarify to the supervisor that his/her evaluation of the Statement of Work/ Learning Objectives will be submitted along with your evaluation, on your own copy of the form, to the assigned faculty coordinator. Clarify that the evaluation will also consider the visitation and a report or project that you have written.

III. End of Term Report Requirements

One of the following report formats is to be completed and submitted the 10th week of the quarter to the EBE office. Students with little work experience are encouraged to choose Option A in the first quarter and to choose either Option B or C in the second and third quarters. Students who are presently employed are encouraged to choose Option B or C.

Option A

1. Title page (typed specifying the Co-op Ed/Internship enrolled in, the number of credits, your name, address, telephone no., the name of your assigned faculty person, and the date.
2. Work/learning contract
3. Four one-page themes in response to questions (typed)
4. Six significant experiences. (See the last section of the Guide.)

Option B

1. Title page (typed) specifying the Co-op Ed/Internship enrolled in, the number of credits, your name, address, telephone no., the name of your assigned faculty person, and the date.
2. Work/Learning Contract
3. The report - the number of pages necessary to accomplish this option should be negotiated between the faculty coordinator and the students.

Option C

1. Title page (typed) specifying the Co-op Ed/Internship enrolled in, the number of credits, your name, address, telephone no., the name of your assigned faculty person, and the date.
2. Work/Learning Contract
3. An investigation by the student into his/her own career possibilities. This is to be a written report, the length of which is to be negotiated between the coordinator and the student.

Please note that the omission of any of the report criteria, substandard composition, punctuation, or spelling may result in an unsatisfactory evaluation. Use a good grade of bond (not reuseable paper) and be careful to eliminate all typographical errors. Most students find that two or three drafts are necessary.

OPTION "A"

One Page Themes:

Choose questions from the 22 listed below which best pertain to your experience. The question should be typed and single-spaced at the top of the page; the response to each question should be typed and double-spaced on the remainder of the page (one full page for each question). Make sure you proofread your responses carefully to insure correctness of writing. If writing skills are a problem for you, please secure a tutor to assist you (through the Tutorial Department). Do not repeat questions answered in previous Co-op Ed/Internship enrollments. Your reports are kept on file and will be checked to insure that all materials are original for each Co-op Ed/Internship.

1. Identify two or three principles or theories learned in class during this quarter or last quarter and examine them in light of your experience. How did this experience relate to your past or present studies in providing realistic meaning or understanding of them?
2. Why do you feel you failed to accomplish some goals adequately?
3. List any unanticipated learning that you obtained from the experience.
4. What important recommendations would you have your assigned faculty person pass along to future students concerning the same experience?
5. Can you recall any significant positive or negative experience that helped you learn something important?
6. Did you learn any knowledge, skills, or attitudes in your field experience that caused you to want to modify your educational plans? In what ways?
7. What other learning outcomes have you acquired from the experience?
8. Did the field experience suggest to you future kinds of employment you would like to try?
9. Do you intend to approach any future work experience with different expectations?
10. Are there specific academic courses you now want to take as a follow-up to your experience? Explain why.

11. As you entered this experience, what were your expectations in terms of a. experience, b. personal satisfactions, c. learning possibilities?
12. What <u>new</u> skills did you develop? Or what already acquired skills did you reinforce? Consider the full range of interpersonal skills.
13. How did this experience affect your attitude toward yourself? Toward others? Toward further education and experience?
14. In what ways has this experience modified your ideas and plans toward a career and others less effectively?
15. Why were you able to accomplish some learning outcomes so effectively?
16. What new knowledge did you acquire a. of personal value, b. about the world in general, c. as additions to your field of study?
17. To what extent does this experience fulfill (or not fulfill) the expectations you had?
18. What suggestions would you make to another student who in the future might consider this job?
19. What suggestions do you have for improving the operation of the co-op Ed/Internship program?
20. What suggestions might you like to pass on to your employer regarding improvements in his organization and services?
21. Describe any specific problem situations arising during your work experience, not necessarily involving you but within range of your operation, which were of educational importance. Discuss how they were resolved.
22. Indicate ideas, suggestions, and questions you have in mind as you look forward to your next experience.

SIGNIFICANT LEARNING EXPERIENCES:

A. While you are in the field, you are expected to write general Significant Learning Experiences Reports. A Significant Learning Experience Report is a brief description of an event in which you have tried to use or apply one of the experiential skills in an incident or situation that involved you directly.

B. To write a Significant Learning Experience, select an incident or event that happened to you or to another and then identify the most appropriate skill (interpersonal skill, for example). Be sure that your Experience is indeed a single one and identify only one skill. State the skill early, either at the top of the page or in the first sentence of the Significant Learning Experience.

C. A suitable Significant Learning Experience need not be earthshaking or traumatic. It need only be significant in some way to you and be related to one of the skills listed on page 25. It may be an experience that is typical of something you've learned or makes you aware of a change that is taking place either within you or your situation. And, it may be something that didn't seem very important at the time but a few days or weeks later you realize it was significant in some way. Remember that it doesn't have to be a <u>successful</u> demonstration of the skill-- you're allowed to make mistakes and even blow it completely. And it may be just as important because of something you <u>didn't</u> do as something you did do.

D. A couple of points to remember: a) always <u>state</u> a skill and narrow it down to one, b) make sure your description is about a specific experience, not a general condition or an on-going problem, and c) don't forget the analysis at the end, including whether or not it was a successful demonstration of the skill and why.

SAMPLE

SIGNIFICANT LEARNING EXPERIENCE

Decision Making

For the first couple of weeks, actually, even before I went to Detroit, I was internally conflicted with the decision of whether or not I should disconnect the mileage meter on the rented van. The summer before I was shown how to do it and we saved over one hundred dollars without any complications. But this summer, I had a deeper sense of ethical and moral responsibility to cope with.

Rick, who coordinated the program, wanted to pull the wire. I have a great deal of respect for Rick, and he justified doing it by accusing AAA rent-a-car of ripping us off with their monopolistic prices, which I agreed that they were. Plus I was being hassled by both mechanical problems with the van and fighting with the AAA agent to provide for us fair and adequate service. My antagonistic feelings toward their bureaucratic exploitation of us and the simplicity in which I could have saved the program one hundred dollars weighed quite heavily on the one side.

On the other hand, I had just recently realized that my own paternal lineage has had a history of what I perceive as a lack of integrity and honesty. A pattern of enhancing one's own lot, even at the cost of stepping on someone else, was a pattern evident in myself and one in which I wanted to separate myself from. So as much as I could rationalize pulling the wire as a form of retribution, I could no longer deny the reality that I would be taking something from someone that did not belong to me.

After two weeks of feeling plaqued with this decision I came to a resolution. I was not going to pull the wire. I thought it was time to invest my life in a faith that there is some kind of natural order, justice and truth. This may seem trite or trivial, but to me it felt like a major decision and a new phase in my life.

I felt very happy and content with my decision, not to mention relieved. My decision was initially confirmed while reading E.F. Schumacher that night by his insight that our world's economic condition will only begin to improve when people become less greedy and envious. I told Rick that I would not disconnect the wire nor condone it, but that I thought we should try to drive the van as little as necessary.

In summary, this was an agonizing decision that had implications much greater than the decision itself; it was a landmark in my personal moral development that I feel is beginning to grow in a good direction.

SAMPLE

SIGNIFICANT LEARNING EXPERIENCE

Cultural Understanding

Whittaker Hospital in Jeddah, Saudi Arabia is a prime example of the blend between two cultures requiring understanding.

When children are admitted for treatment into the pediatric section of the hospital, four full-time nurses, educated in the western culture, care for them. The children are treated very well, and a nurse is always very close in case something should happen.

In the Saudi culture, the mothers consider themselves to be the most important element in their child's care, and most mothers believe if they leave the child in the hospital alone, the child will die. Therefore, the Saudi mothers are in pediatrics, along with the nurses.

The problem that arises with this situation, is the nurses feel the mothers are a real threat to the isolation of infection, and hence they cannot work efficiently with the mothers in the room (when some children's mothers leave for a short time, other mothers come over and console the child until the real mother and child are reunited). However, on the other hand, the mothers do not understand the western medical system, and do not realize what infection is, and many times believe that this new system is pushed on them, and has nothing to do with the recovery of their child. So the all too familiar contrast arises--who wins?

I suggested we try to educate both nurses and mothers, as to what to retain in their practices, and what to avoid. The nurses should realize the importance of the mother-child relationship to the Saudi's, and in many cases this actually facilitates recovery.

The mothers should be educated by health personnel to very simply understand the germ theory, how infection spreads, and how drugs are used to help heal and prevent disease. This would insure a comfortable, compatible and healthy relationship between staff and mothers and would also be the solution for the best overall care of the patients.

By using the knowledge and understanding that I acquired from the culture, I was able to pose a solution to the increasing problem of health care for children, by successfully using the skill of Cultural Understanding. I was aware of the values of both cultures, and the attitudes associated with them and saw how the behavior of the individuals that were a part of each culture were influenced by these attitudes and values. My information source development was firsthand, seeing the problems that confronted the staff right when they occurred, and my commitment to persons aided me in my formation of a solution. The decision was planned and intuitive, and always made with fairness and clarity in mind, while deciding what to keep and not keep from both cultures. I feel as though I achieved more self-reliance when I suggested my solution in this incident, especially when it was considered and applied. This incident therefore was not only educational, but rewarding as well.

SAMPLE

SIGNIFICANT LEARNING EXPERIENCE

Interpersonal Communication

I wanted to get two older children to give up their sled in order that two younger children could have a chance to go down the hill. And I wanted afterward to mend the damage done by me in my interpersonal communication.

It was during the time we spent outside, most of the children were sledding. There was about 10 minutes left to be outside. Two younger children came up to me and told me they wanted to go sledding but there weren't any open sleds left and the bigger kids had them all. The two younger children were about three years old. I had been pushing two older girls (about five years old) down the hills. All the children knew each other, they aren't segregated by age. These four children knew me pretty well by then and I felt there had been a trust developed with them. I am a person in power and authority in this case; however, the children at the center are given the freedom to express themselves openly, free to express anger at adults. I had been given no orders as to how to handle such an experience.

One of the older children, Clay, replied, "well me and Kristen want to go down and we had it first." I hesitated and then said, "Well, how about if you all go on it?" Then one of the younger children replied, "Me and Amy want to go down alone." (At this point the older kids were sitting in the sled and I said to them all, "That seems fair that Amy and you want to go down once alone, what do you think?" to Clay and Kristen.) Clay gave me a definite no while Kristen wandered away. I said things like, "Come on, Clay, let the younger kids have a chance on the sled by themselves." I was growing more and more frustrated. Clay didn't get off and I continued trying to coax him until I got mad and said, "Clay get off now, I mean it! And let the younger kids have the sled!" He got off when I raised my voice and walked away very angry. About four minutes later it was time to go in. Clay said he wouldn't come in, he was sitting by himself. I went over to him and said, "You are mad at me, huh?" He said, "Yes!" And I said, "You don't want to come in because you're mad at me, right?" and he said, "Yes!"

I got down on his level physically and with eye contact and a calmer voice said, "Clay, it's o.k. you're mad at me. I wish I could have explained it to you better, why I felt it was so important for the littler kids to be able to use the sled by themselves. I noticed that the little kids never get a chance to use the sleds because they are littler and not as quick to get a chance on the sleds when all the older children are faster to rush after the pile. I felt badly for the smaller children and now I feel badly that I didn't hear your side." Then I touched his arm and asked him to forgive me for getting so angry and ordering him off the sled, like I did. He looked at me but said he still wasn't coming in. So I said, Oh, and just turned to walk in. I walked only a short distance when I looked back at him and he was starting to go in. When we got to the door there was a lot of ice at the steps and I held my hand out to him which he took for support. When he took my hand he looked at me directly; the anger in his eyes mostly gone. I smiled at him feeling a sense of gratitude for him accepting my hand.

I achieved my goal in the sense that I changed Clay's behavior but this was not done without damage to the relationship with the child. Reason for the damage: in verbal communication my first approach (stating the problem

to Clay that the younger kids didn't have a chance to sled and why) was good. But following this statement immediately with a request, failed to leave the problem in the hands of the children and I became more than a mediator; I became a judge. I believe that's why Clay answered me with his defense--we had it first--he must have felt that I hadn't allowed for his point of view in the solution. After my hesitation I again verbalized another solution to the problem and the younger child's reply to this showed me again that I failed to find out and listen to all points of view. All my solutions failed mainly because I hadn't acted as a mediator who would find out what exactly everyone's needs were and then restate them all and ask the children themselves for possible solutions. The frustration in me just mounted and at this point I should have stopped and taken another look at myself and the children involved but I let my own feelings rule me and began to use my power as an older and bigger kid to force Clay and Kristen into getting off the sled.

I realized the damage done when Clay walked off so full of anger. My approach then changed by letting him know that I understood his anger at me and then just explained why my feelings were as they were. I didn't patch up the damage with this but I did achieve eye contact. I felt it was important that I offered him my hand at the door, because my feelings at this point were, "I'm sorry I related without respect for you." But I had already verbally communicated this and this added nonverbal communication appeared to show a greater expression of this.

What I learned in the communication:

1. Before dealing with two groups of children in conflict, deal with all points of view.
2. Children should be left to themselves in many problem solvings.
3. I had to work on the role as mediator.
4. When frustration becomes great in me I should not continue to try and deal with problem solving until I calm myself down.
5. Nonverbal communication often means much more or is needed addition in dealing with children.

SAMPLE

SIGNIFICANT LEARNING EXPERIENCE

Self-Reliance

In the pediatrics ward of the hospital in which I worked in Saudi Arabia, there was a severely burned six year old girl that clearly gave me insight into my self-reliance.

The mission to be accomplished was to bring that child to physical therapy, which was something I had done with other patients many times before. Part of my responsibility as an orderly was to transport patients from one place to another, so I saw nothing different in this request by the nurse. However in this case, when I got tothe physical therapy room, the therapist asked me to put on the sterile gown and gloves and do the therapy myself (she was occupied with another patient). This I had never done before, and I viewed it as an unexpected but welcome responsibility.

I knew the procedure of removing the bandages, cleaning the wounds, giving the whirlpool bath, and replacing the bandages along with medicated cream, so I did the therapy without hesitation, and brought the child back to pediatrics. However when I considered what I had done, and what this demonstrated to me because I did this important task alone, it made me stop and realize many things about myself.

I realized that in doing this procedure for the patient and nurse I demonstrated willingness to accept responsibility, independence and confidence in myself, in short, all the items that make up the skill of Self-Reliance.

This was just one incident in many that demonstrates the successful use of the skill of Self-Reliance. I clearly used the concept of accepting responsibility willingly, but also the concepts of independence, receptiveness to new experiences and ideas, and confidence in myself and ability to function independently. This experience like so many others made me see that the skill of Self-Reliance was definitely blooming in my work and my life.

The information I acquired about the therapy in this incident, was through observing and listening when in contact with similar therapies. Because of the knowledge I acquired through my information source development about the actual process of the therapy, I was able to use the skill of Self-Reliance in this incident.

My commitment to persons and relationships aided in this incident because I wanted to help both the patient and the therapist at the same time, and the only way to accomplish this was to do the therapy myself. This incident also opened my eyes to the fact that I had used the skill of Self-Reliance before, and would in the future, and it also helped me to understand that I could control responsibly any situation to come. Now that's SELF-RELIANCE.

SAMPLE

SIGNIFICANT LEARNING EXPERIENCE

Self-Understanding/Values Clarification

The main reason I decided to come to Whattake Hospital in Jeddah, Saudi Arabia, was to help me decide for sure I wanted medicine to be my life's goal. Stated even more specifically, my main mission was to see if my fears of becoming nauseous or faint by the effects of open wounds and surgical procedures were real.

After working for almost half the summer, I felt as though I still was not ready to watch any type of operation or similar procedure because I was still afraid I would become physically ill. However on this particular day, Dr. Hagelstein asked me to go to the lab to get some Formalin (a preservative for tissue samples) so he could attempt a liver biopsy. This I did, and when I returned to deliver the Formalin he was already in the room, starting the procedure. I had no choice but to go in and put in on the table and turned to leave, but then he started to explain the procedure of taking a very long dull needle and with much force behind it, jamming it into the patient's side and hopefully his liver, to get a core. By then he was starting to do the procedure he just described, and I became fascinated by it. I thought to myself that it sounds so much worse when described than it really is! Suddenly the fear of feeling nauseous left and my interest in learning took over. I began to ask Dr. Hagelstein many questions, and soon was assisting him in taking another biopsy from the patient! What an enlightening experience! I had become aware that the fear of becoming sick made me feel queasy, not the actual procedure. I also realized that in the time already spent in the hospital I had seen much more than I had realized, and all the time I was becoming more desensitized to what I considered "gross things" than I knew!

Now this fear of becoming sick is completely gone and I can focus all my attention on my goal of becoming a physician, instead of becoming sick!

I would consider this both an unsuccessful and successful demonstration of the skill of Self-Understanding/Values Clarification. Unsuccessful because until this incident I did not attempt to use the skill for the fear I was not ready. Successful because after this incident I became aware of my strengths, emotions, and especially goals in my own learning process.

I have become more self-reliant, and have learned much about myself (and how I can improve myself) from this incident. However, the most important benefit this incident had to give was that I came to know and understand myself and how I hid in my weaknesses and fears, instead of facing them and making them strengths.

OPTION "B"

Project Format

As an alternative to the short theme and Significant Learning Experiences format (Option "A"), your assigned faculty coordinator may permit the writing of a special project relating to your work experience. The project may involve investigation, analysis, research, a proposal, or creative thinking. Discuss the possibility with your faculty coordinator when reviewing your work/learning objectives, on campus. Illustrative projects are suggested below:

Inventory control system in a food service establishment

Sales manual for a commercial enterprise

Market-research study for a bakery

Systems analysis for a phase of a bank's operation

Community need survey for a human service agency

Revised filing system in a welfare office

Advertising campaign for a retail shoe store

Mini inservice training program for agency case-aid workers

Proposal for streamlining office operations in a small job-shop

DEPARTMENTAL POLICIES REGARDING INTERNSHIP CREDIT

PROGRAM/DEPARTMENT	CR. HRS. APPLICABLE TOWARD DEGREE	WILL DEPT PROGRAM ACCEPT NON-DEPT INTERNSHIP OR EBE 270 CREDIT?
ACC 270 - Accounting	9	Yes
ARC 270 - Architecture Technology	3*	*
ART 270 - Fine Art	12*	*
ARV 270 - Commercial Art	12*	*
AUT 270 - Auto	6*	*
AVA 270 - Aviation	9	Yes
BAN 270 - Banking	9	Yes
BIO 270 - Biology	12	Yes
BUO 270 - Business Ownership	9	Yes
CCT 270 - Civil Construction Tech.	3	*
CHE 270 - Chemistry	12*	*
COR 270 - Correction	12	*
CRU 270 - Credit Union	9	Yes
DAP 270 - Data Processing	9	Yes
DRT 270 - Drafting	*	*
EBE 170 - Orientation Co-op Ed	3	Yes
EBE 270 - All General Studies Sciences Curriculums	12	Yes
EBE 275 - Student Leadership	6**	**
EBE 276 - Educational Services	6**	**
ECE 170 - Early Childhood Ed.	12	*
ECE 270 - Special Education	12	*
ECE 271 - Volunteer Internship	12	*
ECO 270 - Economics	9	Yes
EER 270 - Electronic Repair Tech.	***	***
EET 270 - Engineering Electronics Tech.	**	***
EGR 270 - Engineering	***	***
EMT 270 - Engineering Mechanical Tech.	*	*
EPT 270 - Packaging	7*	*
FSM 270 - Food Service Management	9	Yes
FSM 291 - Food Service Management	4	Yes
FSM 292 - Food Service Management	4	Yes
FSM 293 - Food Service Management	4	Yes
FST 270 - Fire Science Tech.	***	***
GRA 270 - Graphics	12*	*
INS 270 - Insurance	9	Yes
INT 270 - Industrial Tech.	***	***
LAP 270 - Legal Assisting	9	*
LAS 270 - Labor Studies	9	Yes
LAW 270 - Law	9	*
MAN 270 - Management	9	Yes
MAR 270 - Marketing	9	Yes
MAR 291 - Retailing	4	Yes
MAR 292 - Retailing	4	Yes
MAR 293 - Retailing	4	Yes
PED 270 - Physical Education	12	*
PSY 270 - Psychology	12	*

PUR 270 - Purchasing	9	Yes
QCT 270 - Quality Control Tech.	***	***
RES 270 - Real Estate	9	Yes
SAV 270 - Savings	9	Yes
SEC 270 - Secretarial	9	Yes
SOC 270 - Sociology	12	Yes
SPE 270 - Speech	12	Yes
SPE 275 - Forensics	*	*
TRA 270 - Traffic and Transportation	9	Yes

* Please secure Department Chairperson's approval before enrolling; at that time establish how the credits will be applied.

** Requires your Division Dean's approval before enrolling.

*** Counts primarily as "add-on" or non-degree credit; consult with Program Director.

Sinclair Community College
444 WEST THIRD STREET
DAYTON, OHIO 45402
513-226-2500

Dear Employer/Supervisor:

Your employee,_____, is studying _____at Sinclair Community College*. The College is committed to the principle that important learning can eminate from work experience. To that end the College considers it a high priority to integrate practical learning, on the job, with theoretical learning. A faculty person has been assigned to oversee this process, the student/worker will prepare a related report, and he/she is currently formulating work/learning objectives to be achieved this quarter. These work/learning objectives are really a form of "management by objectives" and relate to the work situation.

In the interest of your employee's continued developement, would you kindly agree to take a few minutes to review the student's work/learning objectives? Feel free to ask the student/worker to incorporate areas in which he/she needs to improve work performance. A faculty person from the College will stop by in a few weeks to check on the student's progress, and at the end of the quarter we would appreciate your honest and frank evaluation of the student's achievement of the work/learning objectives.

Your participation and support can greatly strengthen the educational process. We appreciate your cooperation. If you would like more information about the College's cooperative or internship program call 226-2769. Thank you.

Sincerely,

The Experience Based Education Office

BH/ed

*Identified on the reverse side of this letter are courses which your student/employee has completed.

_____Quarter

CWE/INTERNSHIP EVALUATION

Please complete the following evaluation at the end of the quarter and return in the postage paid envelope provided. Circle your chosen response.

1) Did your work experience under the CWE/Internship Program allow opportunity for:

A. Making decisions	Yes	No
B. Accomplishing tasks	Yes	No
C. Taking initiative	Yes	No
D. Overcoming any personal fears	Yes	No
E. Solving a problem	Yes	No
F. Working independently	Yes	No
G. Working as a member of a team	Yes	No
H. Increasing your self-confidence	Yes	No
I. Achieving the learning outcomes you identified	Yes	No
J. Meeting with your faculty-coordinator to discuss learning outcomes	Yes	No
K. Working with people of different backgrounds	Yes	No
L. Learning about your strengths and weaknesses	Yes	No

*2) Were you able to influence what your field experience would be? Yes No

*3) Do you feel you received adequate help from your job facilitator in arranging your experience? Yes No

4) By virtue of your work experience do you have a better notion of your career plans? Yes No

5) Do you feel more highly motivated toward your course work by virtue of your work experience? Yes No

6) Did your work experience make your previous and/or current academic work seem more meaningful? Yes No

---

*To be completed only by students in College-developed positions.

7) Were you able to achieve or make progress towards your learning outcomes? Yes No

8) Would you recommend that other students participate in the CWE/Internship program? Yes No

9) Did the written exercises you turned in strengthen the learning experience? Yes No

10) Did you feel a need to have more contact with your assigned faculty person? Yes No

11) Did your assigned faculty person seem interested in you and your needs? Yes No

12) If you could make one change to improve the CWE/Internship Program, what would it be?

Assigned faculty person _____
Name (Optional) _____
Date _____

SINCLAIR COMMUNITY COLLEGE

WORK/LEARNING CONTRACT

NAME _____ EMPLOYER _____ DATE _____

Sinclair's Cooperative Education/Internship Program is based on learning from experience. To assist the Faculty Coordinator/Employer in evaluating the learning involved on the job, the student needs to develop learning objectives for the quarter (usually 4), describe how those objectives will be accomplished, and specify how the student's performance will be measured.

WORK/LEARNING OBJECTIVES (What I plan to learn)	ACTIVITIES (What I will do to accomplish the objectives)	PERFORMANCE CRITERIA (How well I have to do. Ex: Speed, Accuracy, Other Standards)	EVALUATION* By Student	EVALUATION* By Employer
1.				
2.				
3.				
4.				

Comments on performance, human relations, decision making, effectiveness, specific indicents:

*EVALUATION SCALE

0= Not Observable
1= Limited Accomplishment
2= Acceptable Accomplishment
3= Good Accomplishment
4= Superior Accomplishment

We, the below signed, agree with the suitability of the work/learning objectives.

Employer _____ Faculty _____ Student _____

C7

C3

CWE/INTERNSHIP STUDENT FORM

1) Name_____ Address _____

2) SS# _____ Telephone _____(Home) _____(Work)

3) CWE/Internship enrolled in _____ Crs. Hrs. 2 3 4 (Circle one)

4) Crs. Hrs. enrolled this term _____ Crs. completed toward degree _____

5) Firm/Agency _____ Rate of pay _____

6) Address _____

7) Supervisor's Name and Title _____ Phone _____

8) Describe your job _____

_____

9) Hours worked per week _____ Specify times/days _____

10) Were you enrolled in CWE/Internship before? YES NO Major _____

11) Did the College help you find this job? YES NO

12) Are you using your own job toward CWE/Internship requirements? YES NO

If you answered YES, how long have you been with this firm/agency? _____

A ___ P ___ ED ____

CWE/INTERNSHIP STUDENT FORM

1) Name _____ Address _____

2) SS# _____ Telephone _____ (Home) _____ (Work)

3) CWE/Internship enrolled in _____ Crs. Hrs. 2 3 4 (Circle one)

4) Cr. Hrs. enrolled this term _____ Crs. completed toward degree _____

5) Firm/Agency _____ Rate of pay _____

6) Address _____

7) Supervisor's Name & Title _____ Phone _____

8) Describe your job _____

_____

9) Hours worked per week _____ Specify times/days _____

10) Were you enrolled in CWE/Internship before? YES NO Major _____

11) Did the College help you find this job? YES NO

12) Are you using your own job toward CWE/Internship requirements? YES NO

If you answered YES, how long have you been with this firm/agency? _____

A ___ P ___ ED ___

DATE:

Dear Experience Based Education Staff:

I wish to bring my situation to your attention. I am currently using my experience at the following firm/institution: _____ _____, employed in the following position: _____ _____, in fulfillment of the CWE/Internship requirement. I do not find this experience educationally satisfactory for the following reason(s), (specify in the space below)

My educational/career objectives are as follows, (specify in the space below)

I would prefer an experience of the following type, (specify below, clearly indicating the nature of the work you desire)

Should something develop in a volunteer or paid capacity, please contact me at the following address: _____

_____

Telephone No.: _____
Student No.: _____ Major: _____
The best time of the day to reach me is: _____

Sincerely,

BH/sc
4/22/77

FEB 20 1981

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